

(Continued on Page 8.)

# College News.

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## EDITORIAL.

Judging from recent reports, there are certain students here at Wellesley so absorbed in the contemplation of the non-material and ideal that they are quite losing sight of their duties to the college along the more sordid, and material lines. Perhaps they are followers of Plato, and hold that the idea is the only absolute and true form of existence, and that material things, e. g., fountain pens and purses in their perceptible form, are mere imperfect copies of the ideal fountain pens and purses, and are therefore unworthy of the consideration and trouble necessary to return them to their owners. Thus it happens that the owners, who, in their deluded state, do not know the ideal, and are quite satisfied with the imperfect material copies, go about sorrowing. Perhaps if the finders of the material copies realized that the members of the college were not as a whole followers of Plato, and did not understand about the true ideal world, they would be more thoughtful about depriving them of these material copies, which, in the absence of the ideal, are their sole possessions.

We are prone here at Wellesley to discuss plagiarism and College Ethics—to

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what extent and under what circumstances a person may take over the ideas of another and have them for his own. Some of us would allow great freedom in such cases on the ground that there is nothing new under the sun; that no one really invented an idea—it was at least suggested to him by someone else, and consequently either everyone, or no one at all plagiarizes. Others, on the other hand, hold that every man's ideas are distinctly his own, and should not be used by another without acknowledgment of the source. As the standard varies among individuals, so it differs in different ages. At least the playwright contemporaries of Shakespeare believed him to have plagiarized.—Greene, in his last tract, "A Grote's worth of wit bought with a Penny's worth of Repentance," says directly that "there is an upstart crew among us beautified with our feathers." Yet to-day we would hold it rank heresy for anyone to say that Shakespeare plagiarized.

The standards are variable as concerns ideas; there is always room for argument as to whether or not one girl can honestly take ideas from the class notes of another; but there is no doubt in the minds of any of us as to whether or not any girl has the right to take the fountain pen or pocket book or belt buckle of another, even if the latter does leave her possessions on the hall table, or drop them on the boardwalk. We may pick up an idea unconsciously, without knowing whence it came or what suggested it to us; and once we have it, it is ours forever, we cannot give it back. But it is very unlikely that any of us should pick up a purse unconsciously and in case we do, it is not ours forever.

We still have a chance to return it. Let us now and then turn our minds away from the contemplation of the Platonic idea, from disputes about Plagiarism and College Ethics, and give a little time to the serious consideration of plain, blunt, material honesty; think over how much theme paper we have borrowed from our next door neighbor that we have not returned, and have almost forgotten about; remember the pin we picked

up on the boardwalk last week, which we have not yet left in the Registrar's Office. In such matters as these there is an absolute and universally recognized standard for what is right and what is wrong, and there is no excuse, no defense for any of us who stray from the straight and narrow path.

## NOTICE.

The request has come from the superintendent of the Boston and Albany Railroad asking that the management may be informed sufficiently in advance whenever an unusually large number of members of the College intend to take any special train for Boston and for return. When such a notice is given in time, the management will find it possible to put on an extra coach affording seats for all passengers. Members of the College are asked to act upon this suggestion by reporting to the Registrar any plan by which unusually large numbers will be expected to take the train for Boston. The Registrar will be glad to give notice at once, and much trouble and inconvenience may thus be avoided.

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### Settlement Fellowships and Scholarships.

Four Settlement Fellowships of \$500.00 each for the year 1908-9, have been established under the following conditions:

Five colleges—Barnard, Bryn Mawr, Smith, Swarthmore and Wellesley Colleges—have offered to participate in joint Fellowships, but the College Settlements Association is able to establish only four such Fellowships. The competition will be open to former students of these colleges, and the four best qualified applicants, representing four colleges, will be awarded the Fellowships.

The object of the Fellowships is to open to well qualified persons the opportunity afforded by settlement life for investigation of social conditions or for training for settlement and other philanthropic and civic work.

A Fellow is expected to reside in a Settlement during the academic year and to pursue some clearly defined line of work, scientific or practical, under such guidance as may be arranged by the Committee on Award. Choice of residence should depend on opportunities for the work to be undertaken, but preference will be given to the College Settlements. The time may, with the approval of the committee in charge, be divided between Settlements. Should an applicant be satisfactory in other respects, but unable to live in a Settlement, the residence requirement may be modified at the discretion of the Committee on Award. The applicant shall still be required, however, to connect herself with some Settlement for purposes of work and guidance.

Applications should be sent before April second to Miss Eleanor H. Johnson, 17 East 26th street, New York City. These should include all data that may be of use to the committee. Applicants should give age and description of previous education. They should also describe as specifically as possible the topic or line of work they have in mind for their Fellowship year, and their purpose in applying for a Fellowship. Attendance at a training school for social work (such as that in New York, Boston or Chicago) would be considered an advantage. Applications should be accompanied by credentials bearing on character, on ability, practical and scholarly, and on health. Applicants should also state for which Fellowship they wish to apply. The basis of award will be promise of future usefulness.

Awards are made in each case by a representative of the College Settlements Association acting in conference with a representative of the college giving the particular Fellowship. Professor Henry R. Seager of Columbia University, will act as referee in case of disagreement.

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### "The Prodigal Son" of Hans Muller-Dachau.

Hans Muller-Dachau, the German painter, has recently finished an etching of remarkable power and nobility, several proofs of which have found their way to Wellesley. A copy may be seen in the T. Z. E. House. The subject, the Prodigal Son, is treated with great force and intensity of feeling. It represents the prodigal among his swine, kneeling on a dark hill top against the pale sky, his upraised arms stretched out towards two dark clouds which break the stormy heavens. The theme is treated in a broad way which gives it a universal poignancy. In every line is expressed the despair of a soul bemired among the low and foul things of life, and yet retaining higher aspirations. The whole strong, muscular body, the outstretched fingers, the up-turned agonized face voice his struggle, the revolt of his better nature against the beast in him. The landscape carries out the same thought, in that the lower half of the picture, where the hairy backs of the swine are dimly seen against the pattern of distant hills, seems to typify the man's lower nature; while above him, beyond the reach of his outstretched arms, is the pale sky which holds possibilities of good, and the promise of his father's love. It is an inspiring and forceful conception of the theme, and instinct with an almost monumental dignity.

The treatment is so free and broad as to startle an eye accustomed to the delicate, fine work in earlier etchings. The line is bold and heavy, and each stroke is full of meaning. In addition to line there is tone—a smooth dark brown—washed over the kneeling figure, the streaming clouds, and the mountainous distance. The pattern of lights and darks is both decorative and significant, and the handling of the values masterly. One of the most striking things about the picture is the exquisite play of muscle, and rendering of anatomy, in the nude figure. The upraised arms, especially, are drawn with wonderful accuracy, swiftness and significance. Liebermann, the famous German artist, has said that Herr Muller-Dachau points better hands than any other modern painter. This statement is well supported by this particular example of his work. The hands, while they are duly subordinated to the rest of the figure, are in themselves expressive enough to give the whole mood. The anguish, the aspiration, the striving are all shown in the muscular contraction of those tense fingers.

The story of this sinful but repentant son is the story of humanity at large. Its scope is as wide as the world. The artist has realized this, and has made us realize it, by the simplicity with which he has approached the subject. With all its anguish, the figure is restrained; with all its personal and individual suffering, the emotion which it expresses is such a general one that it will awaken a corresponding feeling in the hearts of all who see it. This is the greatest of the picture's many good qualities—that it succeeds in expressing by visual images a theme of world-wide significance.

DOROTHY HAZARD.

## PERSONALITY.

As I have more and more to do with teachers, I realize less much personality counts as an asset. In college the stress is naturally laid on scholarship, but although scholarship is important, it is not the only thing to be considered by college students.

What type of woman makes the best teacher is a pertinent question. Is it the brilliant student who takes all the honors and to whom knowledge comes almost without effort, or is it the mediocre student who works hard for what she gets and believes that life is one long grind, or is it the one who is conscientious, who tries to do the best she can with the ability she possesses and who feels that life is not a one-sided affair, but that all sides of the person should be developed, the physical, the intellectual and the spiritual? In my judgment the answer should be that in general the last type of woman would be most successful. We all admire those who have brilliancy of intellect and envy those who possess it, but we find sometimes that certain characteristics go with it which to a degree limit the power of the person. The brilliant student does not always make the best teacher; first, because she learns so easily herself that she cannot understand the difficulties with which the ordinary student has to contend and therefore she may lack patience; second, she is so receptive to knowledge she cannot always impart easily what she herself knows; third, she thinks so much about the intellectual that she neglects often to develop the social side and therefore lacks the power of adaptation so necessary to those who have to earn their own living.

As I have intimated before, I do not intend to undervalue scholarship in the slightest degree, but wish simply to urge that with it be combined other essential qualities.

When an employer comes to our office to interview candidates, after meeting several, he decides on the one who seems to be most suitable for his special needs and that decision generally is determined more or less by personality. All the candidates may have about the same training and qualifications, but one seems to make the most favorable impression and she is the one whom he engages. We are asked again and again why it is that one candidate obtained a certain position instead of someone else who seemed better fitted. We can only say that the employer liked the woman whom he engaged better personally.

If you could spend a day with me in our office you would realize why I have written this article. I could give many specific examples, but do not feel it necessary.

When we meet a person for the first time we generally judge him by his external rather than by his intellectual qualities. It seems a pity to have excellent candidates often handicapped by some one thing which perhaps might easily be remedied. It may be carelessness in dress, an unpleasant voice, lack of self-confidence, or some mannerism. After seven years' experience in visiting schools I realize how an employer feels in regard to the advantage of placing in his schoolroom a well-poised, tastefully dressed, and pleasant voiced teacher.

In this connection I would like to make a suggestion in regard to letters of application. Many candidates cannot have interviews and so have to apply by letter. I have found that many letters are carelessly written and contain misspelled words, and I have known in a number of cases where positions have been lost by carelessly written applications. This of course takes the place of the personal application and is important.

If candidates understood their limitations it would make conditions much easier for an agency. Often, however, a candidate who is best fitted for public school work insists that she wishes to teach in a private school, and vice versa. In a private school the first requisite is good personality. On account of the constant association with the students the teacher must be a model in every way.

Now the question comes as to what we mean by personality. It is certainly not beauty, and is rather hard to define since it is somewhat intangible, but to me personality is the sum-total of a person's inner and outer qualities. If a person is self-centered it shows itself in self-consciousness and the lack of self-confidence. On the other hand, if she has a love for humanity and an interest and sympathy for others she will have more confidence in her ability. If she has tried to make the most of herself physically as well as mentally she cannot fail to have a good personality. The woman who has good health, determination, and a love for the work will most certainly succeed as a teacher.

Do not think that I have written this article in a critical spirit. It is simply intended to act as a helpful suggestion to some who might not fully realize the importance of these matters. I am proud of the college women who are coming out from the various colleges each year and of the work they are doing.

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## MUSIC NOTES.

The Music Department has some tickets for the Boston Symphony Concerts which may be purchased for use during the spring recess, i. e., March 28, 1908, and April 4, 1908. Price, one dollar (\$1.00) each. Applications should be made to Miss Wheeler, Billings Hall, as soon as possible.

The following program was rendered at vespers, March 8, 1908:  
PROCESSIONAL: 548.  
HYMN: 425.  
SERVICE ANTHEM: "I Will Love the Lord".....Costa  
PSALM: 51.  
ORGAN: "O Rest in the Lord." } From  
CHOIR: "Lift Thine Eyes." } Mendelssohn's  
RECITATIVE AND AIR: "If With All } "Elijah."  
Your Hearts."  
VIOLIN: Adoration.....Borowski  
RECESSIONAL: 600.  
ORGAN POSTLUDE: Final chorus from "Elijah," Mendelssohn  
The Wellesley College Choir, assisted by Miss Elizabeth A. Judkins, violin, and Dr. Charles E. Taylor, tenor.

The program for Student Recital, Tuesday, March 10, 1908, at 4.20 P.M., was as follows:  
PIANO: Nocturne in E flat.....Chopin  
Miss Olive C. McCabe, 1909.  
VOICE: "Come and Trip It".....Handel  
"Morning Greeting".....Mendelssohn  
"Ho messo corde al mandolino".....Gounod  
Miss Geraldine R. Haines, 1910.  
PIANO: Bourree, B minor.....Bach—Saint-Saens  
Miss Grace A. Holbrook, 1910.  
STRING QUARTETTE: Andante and Allegro.....Mozart  
First violin—Miss Elizabeth A. Judkins, Sp.  
Second violin—Miss Marion G. Alexander, 1909.  
Viola—Miss Ellen M. Fulton, Sp.  
Violoncello—Miss Elinor M. Farrington, 1912.  
PIANO: Largo from Sonata, Op. 7.....Beethoven  
Miss Elizabeth McL. Robinson, 1911.  
First movement from Concerto in G minor, Mendelssohn  
Miss Ellen M. Fulton, Sp.

## ART NOTES.

ART EXHIBITIONS NOW OPEN IN BOSTON.

BOSTON ART CLUB: Watercolor Club Exhibition.  
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DOLL AND RICHARDS': Mr. Roth's Etchings.  
WILLIAMS AND EVERETT'S: Mr. Johnson's Watercolors.  
KIMBALL'S GALLERIES: Exhibition of Mezzotints.  
COPLEY GALLERY: Miss Heard's Portraits.

## THEATER NOTES.

TREMONT: "The Man of the Hour."  
PARK: Elsie Janis in "The Hoyden."  
HOLLIS-STREET: "Rogers' Brothers in Panama."  
BOSTON: "The Village Postmaster."  
COLONIAL: Olga Nethersole in Repertoire.

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## I.

March always finds in college certain students who are wondering why they did not reach passing or credit grade in this or that course. Long observation convinces me that in a vast number of cases the perplexity need not arise if it were possible to do away with the prevalent confusion between a correct and a satisfactory answer. Correctness is a suitable standard for a primary teacher to use, whereas the college instructor must often ask, not merely whether your answer is correct, but what command of the subject it shows. I once heard a student say, "A correct answer ought to be marked 100 per cent. You can't be more than perfect." But is correctness the only element of perfection? If you can play a nocturne without mistakes, does that mean that you are the rival of Paderewski? Indeed an answer may be the worse for being correct. A Russian youth might be forgiven, for placing the dates of the Declaration of Independence and the close of the American Revolution each fifteen years too late; but if he says that the Declaration of Independence was signed in 1791, and thereupon gives the right date for the close of the Revolution, he has reduced his paper to nonsense,—he might as well say that he went to the theatre to-morrow.

There is one special type of particularly disastrous correct answer that is the main occasion of this article. A concrete example will make the nature of it clear. The members of Philosophy 16 were once given an outline on the nature of the good, beginning as follows:

1. "Whatever satisfies a desire is in so far good.

2. "Every desire expresses some tendency of the self. The satisfaction of a desire is in so far a realization (i. e., a making real), of the self."

There had been much debate in class on the subjects treated in the outline and the first question on the examination was framed expressly to bring out individual opinions. It read, "What is your present view of the nature of the good?" Miss A. replies, "My idea of the good is that whatever satisfies a desire is in so far good. Every desire in this case expresses some tendency of the self. So the satisfaction of a desire is in so far a realization," and so on to the end of the outline. Miss B. writes, "I have gone through nearly all the stages which are possible to arrive at the good presented in this course. I started as a hedonist but soon became dissatisfied. I began to think there was no good and then to think that if there ever was an answer to the question that it could not possibly be satisfactory. But the conclusion to which we have been brought has satisfied all my expectations." Miss B. then proceeds to explain

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what difficulties are cleared away by each statement in the outline.

Now there are several students each of whom, if she reads this and if her memory is good, suspects that she is Miss A. but only one student has any right to imagine that she is Miss B. And the unhappiest feature of the situation is that after the examination Miss A. doubtless said to her roommate, "I know I got one hundred per cent. on that first answer, I used her identical words;" while for the very same reason the hapless instructor was wondering whether anything above a per cent. was not too high a grade for it. Does that startle you? Just consider. In Miss A's paper there is not an iota of evidence that she had ever caught so much as a passing glimpse of "the nature of the good." There is nothing to show that she knew even what the instructor intended to teach. To be sure she knew approximately what the instructor said, but whether she had learned it off as if it were so much Chocwat, who knows? Miss B. on the other hand, shows in every sentence that she really means something, and knows what she means.

It is not the fate of everyone to be original, but some degree of individuality is within the reach of any student who has intelligence enough for a degree. Of course sometimes there must be close reproduction; dates and formula leave no room for the display of individual insight, and if you try to alter a definition the chances are ten to one that you ruin it. But in a large part of the college work there is a place for your own thinking, and where individuality is legitimate, it is imperative.

There were a dozen other good ways of answering the Philosophy 16 question. A student might disagree with the instructor and give intelligent reasons for dissent,—there are often admirable papers of that sort. Or she might select a few salient points to expound, or express the same thoughts in different words, or explain what seems convincing and what still seems puzzling,—anything, in short, to show some sort of reaction of her own mind. And she might, alas! write better English than Miss B. There are also many bad ways of answering a question, but I suppose every instructor will agree that among them all there is hardly a worse, where the subject leaves room for independence, than parrot-like rehearsal of text-book or outline or lecture-note.

MARY S. CASE

## II.

The criticism which a Casual Observer made in the *COLLEGE NEWS* of February the fifth that, during my years, not even the leaders of the Mission Study classes have time for the classes they have pledged themselves to attend is an unjust one because ever since these classes were started it has been an understood thing that they shall be given up during my years. The Casual Observer made still another criticism, and it is doubtless the case, as with any other organization for which canvassers are sent out, that some girls join merely to get rid of the canvasser," but very often the girl who joins for that reason and goes for the first time out of mere curiosity becomes vitally interested and gains information which she could not possibly get at chapel or in the regular college courses.

E. V. G.

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### (Continued from Page 1.) MISS LEAVENS' SPEECH.

May I leave with you at the end certain familiar words of Browning's and Tennyson's, and ask you to believe that they are not too great to be applied to your Student Government?

Browning says of himself:

"One who never turned his back, but marched breast-forward,  
Never doubted clouds would break,

Never dreamed, though right were worsted, wrong would  
triumph.

I hold we fall to rise, are baffled to fight better,

Sleep to wake."

To this strong faith and courage we add the hope and inspiration of Tennyson's "Follow the Gleaner:"

"Not of the sunlight,

Not of the moonlight,

Not of the starlight!

O young Mariner,

Down to the haven

Call your companions,

Launch your vessel,

And crowd your canvas,

And, ere it vanishes

Over the margin,

After it, follow it,

Follow the Gleaner."

### ALUMNAE NOTES.

In addition to notes concerning graduates, the Alumnae Column will contain items of interest about members of the Faculty, past and present, and former students.

Miss Elizabeth F. Fisher of the Geology Department, has been given notable recognition by Herr Doctor Braun of Greifswald, Germany, in Petermann's Geographische Mitteilungen, for her recent research work published by the Boston Society of Natural History under the title of "Terraces of the West River, Brattleboro, Vermont." Dr. Braun, who is one of the leading geographers of Europe, says, in his closing paragraph:

"The value of the work consists in the clear presentation of the 'partition process' which is of general interest and wide-reaching importance; and also in the logical development of the research-work upon the lateral movement of the old river bed. This partition process, as developed by Miss Fisher, must be taken into account in investigating all similar cases. Excellent and carefully prepared figures, as well as maps and photographs, aid graphically in the understanding of the text and the comprehension of the process.

(Translation made for the COLLEGE NEWS.)  
The Physical Review for March contains an article by Miss Louise Sherwood McDowell, 1898, on "The Fluorescence and Absorption of Anthracene." The article, which is illustrated by spectrum photographs, is a report of an investigation carried on in the Physical Laboratory of Cornell University where Miss McDowell holds a graduate scholarship.

Mrs. John H. Deming (Edith Knowlton, 1905), has been established for more than a year in the Mission Station at Han-yang, Hankow, China, spending most of the time in studying the language and trying to get acquainted with the women and girls. This is a harder task in China than in some other places, as the Chinese women do not welcome visiting in their homes.

On Saturday, February 20th, the Wellesley College Club of Fitchburg, Massachusetts, gave a children's party, at which the special attractions were the pantomime, "Love in Toyland,"

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and the singing by Miss Hetty S. Wheeler of the Wellesley Department of Music of a number of children's songs. The dances and marches which occupied the rest of the afternoon, were much enjoyed by the little folks, who seem to favor the "barn dance" as heartily as their older sisters. Guests were present from neighboring towns, from Wellesley and Boston, and quite a sum was added to the treasury of the club. The club is working for a scholarship fund to aid students from Fitchburg to gain a college education at Wellesley.

The Boston Wellesley College Club will hold a luncheon at the Hotel Vendome, Boston, on Saturday, March 21st, at one o'clock P.M. Speeches will be made by officers and alumnae of the college. President Hazard will be the guest of the club. A charge of seventy-five cents will be made for all who wish to attend. The secretary, Miss Florence C. Hicks (93 Pleasant street, Arlington, Mass.), will be glad to receive the names of former students of Wellesley, to whom notices should be sent, as a large attendance is desired.

Miss Gertrude L. Woodin, 1892, after studying at the New York State Library School in 1890-1900, held the position of catalogue in the Holyoke Public Library, from November 1900, to March, 1902; then was employed in the United States Department of Agriculture until September, 1906, then transferred to the Library of Congress. She has now been appointed Head Cataloguer of the Library of the Bureau of Education Washington.

Miss Mary D. Thurston, 1891-92, whose home address is Leicester, Mass., is librarian at Clark College, Worcester, Mass.

Miss Elizabeth L. Green, 1907, is teaching in the High School, West Mansfield, Ohio.

Miss Esther Lape, 1908, is teaching English in the Preparatory Department of the University of Arizona. She may be addressed at the University, Tucson, Arizona.

Miss Maria L. Dowd, 1905, is taking a course at Dr. Savage's Normal School of Physical Training and has charge of the recreation side of the Girls' Conference at Northfield in July.

Miss Marion L. Bosworth, 1907, is engaged in settlement work in Boston and may be addressed at 100 Tyler street.

### CHANGES OF ADDRESS.

Miss Helen Middlekauff's (1881-83), home address is Bethany, Nebraska. She is teaching English in the State University, Laramie, Wyoming.

Mrs. Frank G. Ward (Jessie Middlekauff, 1888-90), Lansing, Michigan.

Mrs. Chester B. Curtis (Mary Middlekauff, 1886-87), 5807 Cates avenue, St. Louis, Missouri.

Mrs. Mark Morton (Martha P. Weare, 1876-77), Lake Forest, Illinois.

Miss Emily B. Etzensperger, 1904, Box 224, Colchester, Connecticut.

Mr. Edwin S. Matthews (Agnes Rounds, 1883-84), 256 West 100th street, New York City.

### MARRIAGES.

REUSS-SCHOELLKOPF. September 14, 1908, in Milwaukee, Wisconsin, Miss Paula Schoellkopf, 1897-1900, to Mr. Gustav Reuss. At home, 105 26th street, Milwaukee.


ATKINS-TERRY. October 24, 1907, in Annapolis, Maryland, Miss Frances Griswold Terry, 1903, to Mr. Arthur Kennedy Atkins, Ensign, United States Navy.

HALLAM-FRAME. December 28, 1907, in Kansas City, Missouri, Miss Leslie Cornelia Frame, formerly of 1910, to Mr. Arthur Clifton Hallam of Kansas City. At home, 3821 Wyomington street, Kansas City.

### DEATH.

February 27, 1908, in Battle Creek, Michigan, Vera Taylor, 1906.





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